



**Kidmore End CE Primary School**

**EYFS Policy**

**2021-2023**

<b>Owner:</b>	<b>Kidmore End CE Primary School</b>
<b>Type:</b>	<b>Level 4</b>
<b>Type:</b>	<b>Statutory</b>
<b>Ratified by</b>	<b>Curriculum and Standards</b>
<b>Date Ratified:</b>	<b>18<sup>th</sup> October 2021</b>
<b>Date Policy to be reviewed:</b>	<b>Autumn 1 2023</b>

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **2. Legislation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## **3. Structure of the EYFS**

At Kidmore End, our Early Years provision includes one Reception class with space for 30 children.

Our Reception class has its own classroom as well as a large outdoor area.

## **4. Curriculum**

Our early years setting follows the programmes of study as outlined in the latest version of the EYFS statutory framework that applies from September 2021 and follows the Cornerstones Kidmore topics.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, the 3 prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

- The **prime areas** are:
- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 **specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### **4.1 Planning**

The EYFS at Kidmore End provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Kidmore End carefully observe the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children inside, offering a mix of adult-led and child-initiated learning.

### **5. Assessment**

At Kidmore End, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks of reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated (referring to the Development Matters [guidance](#)) in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **6. Working with parents**

Key to a high quality Early Years experience, is keeping continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Kidmore End, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings where the children of Kidmore End have previously attended.

At Kidmore End we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going and open dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journal and see a range of work
- Through the use of Scrapbook, an online learning journal which parents can access at home
- Communication daily before and after school
- Inviting parents into the school to share their specialised skills
- Inviting parents to accompany children on trips and visits.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## **7. Safeguarding and welfare procedures**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Lead every 2 years. At every review, the policy will be shared with the governing board.

The policy and practices are audited annually using the OCC EYFS Statutory and Legal requirements Audit.

### **Appendix 1 List of other policies to support the EYFS Policy:**

- **EYFS Statutory/legal requirements OCC audit**
- **Safeguarding policy and procedures**
- **Procedure for responding to illness**
- **Administering medicines policy**
- **Emergency evacuation procedure**
- **Procedure for checking the identity of visitors**
- **Procedures for a parent failing to collect a child and for missing children**
- **Procedure for dealing with concerns and complaints**

